

**FREQUENTLY ASKED QUESTIONS:  
NO CHILD LEFT BEHIND (NCLB) HIGHLY QUALIFIED TEACHER REQUIREMENTS AND  
STATE REQUIREMENTS FOR IDAHO CERTIFICATION**

**Q1. Who must be reported as highly qualified teachers under the ESEA No Child Left Behind Act (NCLB) definition?**

**A:** All Idaho teachers of core academic subject areas, as defined by the ESEA No Child Left Behind Act, Section 9101, who are **currently teaching** in Idaho public schools, including charter schools, must be reported.

**Q2. What are the core academic subjects?**

**A:** Core academic subjects, as defined in by the ESEA No Child Left Behind Act, Section 9101, include English language arts, reading, science, mathematics, visual-performing arts (music, visual arts, dance, and drama), foreign languages, government and civics, history, economics, and geography.

**Q3. When must teachers of core academic subjects meet the NCLB federal definition of being designated as highly qualified?**

**A:** By the **end the 2005-2006 school year**, all Idaho public school elementary and secondary teachers of core academic subjects (including charter school teachers) must be highly qualified.

**Q4. How should a school district use the Highly Objective Uniform State Standard of Evaluation rubric (HOUSSE)?**

**A:** HOUSSE may be used by a district to determine the highly qualified status of its teachers for federal reporting purposes. The HOUSSE rubric is for district documentation and should **not** be sent to the State Department of Education.

**Q5. On the Idaho HOUSSE Questionnaire-Rubric, what does it mean in item #12 by an “advanced degree related to my teaching area”?**

**A:** If a teacher has earned an **advanced education degree** in an area related to his/her teaching area, such as a master’s or doctorate degree in curriculum and instruction, the teacher would earn the additional points on the Idaho HOUSSE Questionnaire-Rubric at the discretion of his/her school/district administrator.

**Q6. Who will make the determination if there is a question as to whether a specific professional development activity will count as additional points on the Idaho High Objective Uniform State Evaluation (HOUSSE) Teacher Questionnaire-Rubric?**

**A:** Idaho’s HOUSSE Questionnaire-Rubric is designed for teachers to self-report to their school/district administrators; but if there is a question regarding whether a specific professional development activity would meet the requirement or not, the teacher’s school/district administrator should make that determination.

**Q7. If a teacher earns 100 points on the HOUSSE rubric, does that mean he/she meets state certification requirements?**

**A.** Maybe not. Even though a person could earn 100 points on HOUSSE, he/she may not meet state certification requirements as outlined in Idaho Code and State Board Rule. All teachers **must** be certified and endorsed in the areas that they are assigned teach. HOUSSE does **not** earn an individual an Idaho certificate or an endorsement.

**Q8. What is meant by “certification” in Idaho?**

**A:** State certification means a person holds a valid Idaho Interim (3-year, non-renewable), Secondary, Elementary, Exceptional Child, or Early Childhood-Early Childhood Special Education Blended Certificate. Standard Idaho certification requires: 1) the completion of an approved teacher preparation program within an in-state or out-of-state accredited college/university, **or** 2) the completion of an Idaho state-approved alternative certification program, **and** 3) meeting or exceeding the qualifying score(s) on the required Idaho state-approved assessment(s) (content area, pedagogy, and/or performance-based) for the requested teaching area(s).

**Q9. Is state funding impacted by NCLB highly qualified teacher requirements?**

**A.** No. By state statute and state board rule, state funding is awarded to districts through the IBEDS system for educators that are **certified** and **endorsed** in the areas to which they are assigned to teach.

**Q10. What federal requirements must special education teachers meet?**

**A.** Special education teachers must meet the requirements outlined in IDEA.

**Q11. When must teachers of core academic subjects in programs supported by Title I, Part A, Section 1119 funds meet the highly qualified definition?**

**A.** According to Section 1119 of NCLB, Idaho teachers in Title I Schoolwide programs or Idaho teachers paid with Title I funds in Targeted Assistance programs and hired after August 2002, must be highly qualified on the date on which they are hired. This means that to teach at the elementary or middle school level, teachers must be certified as K-6 or K-8. Secondary teachers must be certified in either grades 7-12 to teach middle school or 9-12 to teach high school and endorsed in reading or math as applicable to their teaching assignment. Special education certification would **not** meet this requirement.

**Q12. Does a teacher with a misassignment or who is a consultant specialist meet the NCLB highly qualified requirement?**

**A: No,** teachers with a misassignment or who is a consultant specialist **do not** meet the NCLB highly qualified requirement. These designations expire as of July 1, 2006. New alternative routes go into effect on that date.

**Q13. Does having an endorsement in a teaching area to which a teacher is assigned meet the NCLB highly qualified requirement?**

**A:** Yes, having an endorsement in a teaching area to which a teacher is assigned meets the highly qualified requirement as well as state certification requirements.

**Q14. Do the NCLB highly qualified requirements apply to professional-technical teachers?**

**A:** The NCLB highly qualified requirements do **not** normally apply to teachers of professional-technical non-academic subjects. The NCLB highly qualified requirements would apply to professional-technical teachers **only** if a professional-technical subject counts as a core academic subject (example: applied mathematics counting as a mathematics requirement).

**Q15. Are teachers who are currently participating in or who have completed an Idaho state-approved alternative certification program to be reported as highly qualified?**

**A: Yes, all teachers** who are currently participating in or who have successfully completed the requirements of an Idaho state-approved alternative certification program in their teaching area(s) will be considered highly qualified. Teachers participating in an Idaho state-approved alternative certification program receive a valid three-year, non-renewable Idaho Interim Certification, which allows them three years to meet the other Idaho certification requirements: 1) pass an Idaho Technology Competency Assessment; 2) pass the Idaho Comprehensive Literacy Course Exam, if they are elementary or special education teachers or secondary teachers teaching reading courses; and 3) meet or exceed the qualifying score(s) on the Idaho state-approved assessment(s) (content area, pedagogy, and/or performance-based) for their teaching area(s), if applicable.

**Q16. Are early childhood teachers subject to the highly qualified teacher elementary level requirement of NCLB?**

**A:** NCLB teacher qualification requirements apply to early childhood teachers if a state requires early childhood as part of its elementary and secondary school system. **Idaho does have this requirement.** Idaho requires early childhood teachers (pre-K-3) to have a valid Idaho Early Childhood/Early Childhood Special Education Certification.

**Q17. I hold an Idaho Standard Secondary Certificate with an endorsement in biology, but my current teaching assignment is chemistry. Is it possible for me to meet the requirements of the highly qualified definition for my chemistry teaching assignment?**

**A:** No, you would not be considered highly qualified for your current teaching assignment under NCLB and state requirements. To become highly qualified, you would need to: 1) fulfill the state endorsement requirements for your teaching area(s) and 2) meet or exceed the qualifying score(s) on the required Idaho state-approved assessment(s) in your teaching area(s).

**Q18. If I was not required to take the Idaho state-approved assessment(s) (Praxis II: content area, pedagogy, and/or performance-based) at the time I became certified for my teaching area(s) in Idaho, do I have to take it/them now or when I renew my certificate?**

**A: No. As of September 1, 2004,** all pre-service teachers, out-of-state teachers seeking Idaho certification, and Idaho teachers wanting to add an endorsement or certification are required to meet or exceed the qualifying score(s) on the Idaho state-approved assessment(s) [Praxis II] for their teaching area(s). This requirement applies to **all teaching areas** for which there are assessments available.

**Q19. What if I want to add a teaching content area endorsement to my Idaho certificate or request another certification?**

**A:** To become highly qualified for the additional endorsement/certificate, you will need to: 1) fulfill the state requirements for the endorsement area or certificate and 2) meet or exceed the qualifying score(s) on the required Idaho state-approved assessment(s) [Praxis II] for the endorsement area or certificate.

**Q20. If I hold a valid out-of-state certificate, would I be considered highly qualified in Idaho?**

**A:** You will need to apply for a three-year, non-renewable Idaho Interim Certificate. If you meet state requirements for an Idaho Interim Certificate in your teaching area(s), you will be considered highly qualified. However, to remain highly qualified, you will need to meet **all** Idaho certification requirements within the three years of your Interim Certificate: 1) pass the Idaho Technology Competency Assessment; 2) pass the Idaho Comprehensive Literacy Course Exam, if you are an elementary or special education teacher or a secondary teacher teaching a reading course; and 3) meet or exceed the qualifying score(s) on the required Idaho state-approved assessment(s) in your teaching content area(s). After successfully completing these requirements, you will need to apply for a five-year, renewable Idaho Secondary, Elementary, Exceptional Child, or Early Childhood/Early Childhood Blended Certificate.

**Q21. On the Idaho HOUSSE Questionnaire-Rubric, what does it mean in item #12 by an “advanced degree related to my teaching area”?**

**A:** If a teacher has earned an **advanced education degree** in an area related to his/her teaching area, such as a master’s or doctorate degree in curriculum and instruction, the teacher would earn the additional points on the Idaho HOUSSE Questionnaire-Rubric at the discretion of his/her school/district administrator.

**Q22. Who will make the determination if there is a question as to whether a specific professional development activity will count as additional points on the Idaho High Objective Uniform State Evaluation (HOUSSE) Teacher Questionnaire-Rubric?**

**A:** Idaho’s HOUSSE Questionnaire-Rubric is designed for teachers to self-report to their school/district administrators; but if there is a question regarding whether a specific professional development activity would meet the requirement or not, the teacher’s school/district administrator should make that determination.

**Q23. What would be considered “related work experience”?**

**A:** “Related work experience” would be experience that is directly related to your teaching area, such as working as a biologist and then requesting certification to teach biology or working as a Spanish translator and then requesting certification to teach Spanish. A teacher would earn the additional points for this section on the Idaho HOUSSE Questionnaire-Rubric at the discretion of his/her school/district administrator.

**Q24. What if I don’t meet the definition of a “highly qualified” teacher?**

**A:** By the **end of the 2005-2006 school year**, **all** public school elementary and secondary teachers of core academic subjects in Idaho (including charter school teachers) must be highly qualified. If you do **not** meet the requirements by that time, you **cannot** continue as a teacher of core academic subjects **without consequences for your school and school district**.

**Q25. What are the NCLB parent notification requirements regarding teacher qualifications in Title I schools?**

- A:** At the beginning of each school year, a school district that receives Title I, Part A funds must notify the parents of each student attending any Title I school (Schoolwide or Targeted Assistance) if the parents request information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
- Whether the teacher has met Idaho qualification criteria for the grade levels and subject areas in which the teacher provides instruction.
  - Whether the teacher is teaching under emergency or other provisional status.
  - The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the content area(s)/level(s) of the certification or degree.
  - Whether their child is provided services by paraprofessionals and, if so, the paraprofessionals' qualifications.

**Q24. Can parents request that their child be moved into another class with a highly qualified teacher?**

**A:** No. NCLB does not require that a child be reassigned to a different teacher if the teacher currently providing instruction is not highly qualified. The policy for that type of change would be determined by the state and/or school district.

**Q25. What are the NCLB reporting requirements to parents of teachers who are not designated as highly qualified?**

**A:** Beginning with the 2002-2003 school year, parents of any child in a school receiving Title I funds must be provided timely notice if their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. The timely notice must be documented, preferably in writing.